

Chronic Absenteeism and the Fifth Indicator in State ESSA Plans

State	Plan Status	School Quality/ Student Success Indicator	Definition of Chronic Absenteeism	Weight	Goal
Alabama	Draft	Chronic absenteeism, with college and career readiness in high schools	Absent 15 or more days	15% in K-8 and 10% in high school.	Decrease chronic absence to 5% by 2030
Alaska	Submitted	Chronic absenteeism	Absent 10% or more of school year	K-8 4 points out of 100. High School 5 points out of 100.	
Arizona	Approved	An Acceleration Menu that includes chronic absenteeism	Absent 10% or more of school year	10% as part of broader "Acceleration Menu"	Since schools are penalized for any chronic absenteeism, 0% is implied target
Arkansas	Submitted	Chronic absenteeism along with science achievement, reading at grade level and other indicators	Absent 10% or more of school year (Metric used in state analysis)	1 point for less than 5%; 0.5 points for between 5%-10%	Decrease chronic absence to 5% or lower
California	Submitted	Chronic absenteeism is a K-8 academic indicator. The non-academic indicator reflects suspension rates	Absent 10% or more of school year	A charting system reflects both status and growth	Goals set by local school districts
Colorado	Submitted	Chronic absenteeism	Absent 10% or more of school year	5% of overall score	Will be determined Spring 2018
Connecticut	Approved	Chronic absenteeism	Absent 10% or more of school year	10.5% (elementary); 15% (middle); 9.7 (high school); full points if rate is lower than 5%; no points awarded if 30% or higher	Decrease chronic absence to 5%
Delaware	Approved	Chronic absenteeism, along with science and social studies test scores, and college and career readiness in high school	Absent 10% or more of school year	20% (K-8); 35% within fifth indicator (high school)	
District of Columbia	Approved	Chronic absenteeism as part of school environment	Present less than 90% of school year (inverse)	5.775% of overall score	10% is implicit target
Florida	Submitted	Science achievement in all schools, social studies achievement & acceleration indicators in middle and high schools			
Georgia	Submitted	Chronic absenteeism in combination with literacy, college and career readiness, success in enrichment classes and science and social studies achievement.	Present less than 90% of school year (inverse)	6.7% of overall score (K-8); 3% (high school)	

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Hawaii	Submitted	Chronic absenteeism	Absent 15 or more days	10% of overall score	Reduce average chronic absence to 9% by 2020
Idaho	Submitted	K-8 satisfaction survey. High school college & career readiness			
Illinois	Approved	Chronic absenteeism and student surveys	Absent 10% or more of school year under consideration	10% of overall score (K-8); 7.5% of overall score (high school)	95% attendance in junior and senior years indicated under college or career ready indicator
Indiana	Submitted	K-8 chronic absenteeism. high school college & career readiness	Absent 10% or more of school year	Persistent attendees + improving attendees x 80% of students enrolled	
Iowa	Submitted	Conditions for Learning Index, which is a climate survey, and post-secondary readiness			
Kansas	Submitted	Academic progress			
Kentucky	Submitted	Chronic absenteeism; behavior events; restraint and seclusion (each measure is strongly tied to equity)	Absent 10% or more of days, more granular focus on all school time, including tardies	10-20 points	
Louisiana	Approved	Science and social studies assessments, plus graduation credit accumulation for middle school and strength of graduation credentials for high school			
Maine	Approved	Chronic absenteeism	Absent 10% or more of school year	10% of overall score (for now)	Points TBD; based on 1-5% chronically absent, 5-9%, and above 10%
Maryland	Submitted	Chronic absenteeism; school climate; well-rounded curriculum	Absent 10% or more of school year	15% of overall score	Achieve a "five star" school rating (measures TBD)
Massachusetts	Submitted	Chronic absenteeism; success in grade 9 courses; successful completion of broad and challenging coursework	Absent 10% or more of school year	2.5% of overall score; one of three parts for 7.5% total for SQSS	"Improvement in chronic absenteeism" no measure of improvement specified
Michigan	Submitted	Chronic absenteeism, arts/physical education, access to librarian/ media specialist; AP/ IB/dual enrollment/CTE programs in grades 11-12	Absent 10% or more of school year	4% of overall score; one of four parts for 29% total for SQSS	Use 2016-17 statewide chronic absenteeism rate to set long-term goal at the 75th percentile
Minnesota		Chronic absenteeism; well-rounded education, college-career readiness will be introduced in 2019-20	Present less than 90% of school year (inverse)	No numeric weight. Will use academic indicators, then attendance to identify low-performing schools.	95% consistent attendance, with no student group below 90%, by 2020

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Mississippi	Submitted	Growth in English and math test scores			
Missouri	Submitted	Chronic absenteeism	Present less than 90% of school year (inverse)	10% of overall score; 12.5% for schools with fewer than 30 English Learner students	"90/90 Principle" (90% of students must be present 90% of the time)
Montana	Submitted	Chronic absenteeism along science assessments, school climate, behavior and engagement in K-8; college and career readiness in high school.	Absent 5% or more of school year	20% of overall score (20 out of 100 possible points)(K-8); 15% in high school	Weight tied to indicator for satisfactory attendance.
Nebraska	Submitted	Chronic absenteeism	Absent 10% or more of school year	No numeric weighting; Schools will be rated: Needs Improvement, Good, Great, Excellent	Reduction in share of chronically absent students from 27.56% to 15% by 2026.
Nevada	Approved	Chronic absenteeism; science proficiency, academic learning plans in middle and high school, high school readiness in middle school, ACT and exam scores in high school	Absent 10% or more of school year	10% of overall score elementary; 5% middle; 8% high schools	Maximum points for chronic absence rates of 5% or less
New Hampshire	Draft	Growth in Test Scores (K-8); College-Career Readiness (high school)			
New Jersey	Approved	Chronic absenteeism	Absent 10% or more of school year	10%	
New Mexico	Approved	Chronic absenteeism and student surveys	Absent 10% or more of school year, starting in 2018-19	15% along with surveys	
New York	Submitted	Chronic absenteeism; College-and-Career and Civic Readiness Index in high school	Absent 10% or more of school year	Does not explicitly weight indicators; greatest weight to academic indicators	Goals based on starting point for subgroups; statewide 2017-18 target of 95%
North Carolina	Submitted	Growth in test scores			
North Dakota	Approved	Student engagement			
Ohio	Submitted	Chronic absenteeism; "Prepared for Success" (fifth indicator used for high school, comprised of six indicators)	Absent 10% or more of school year	Part of the "Indicators Met" index, which is 20% of overall score; part of "Prepared for Success" index, weighted at 15% of overall score	No higher than 5%; meets the "Improvement Standard" of reducing chronic absenteeism by 3 percentage points a year
Oklahoma	Submitted	Chronic absenteeism	Absent 10% or more of school year	11% of overall score; 10 points on the 90-point, A-F report card scale	
Oregon	Approved	Chronic absenteeism; 9th grade course completion in high school	Absent 10% or more of school year	1/9 of the total weight at each level of schooling; 11.1% (K-8); 22.2% (high school)	
Pennsylvania	Submitted	Chronic absenteeism; College-and-Career Readiness	Absent 10% or more of school year	No numerical weight given	Reduce rate for all students and subgroups annually

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Rhode Island	Submitted	Chronic absenteeism for teachers and students, plus student suspensions, add high school metrics and science proficiency in later years.	Absent 10% or more of school year. Includes students and teachers.	Up to 12 points combined with exceeding expectations on test scores, and suspensions	
South Carolina	Draft	Positive and effective learning environment			
South Dakota	Submitted	Chronic absenteeism in elementary and middle, with other indicators being developed. High school completion	Absent 10% or more of school year	Up to 10 points	
Tennessee	Approved	Chronic absenteeism	Absent 10% or more of school year	10% of overall score	Absolute achievement (relative to other schools) or reduction in percent of chronically absent students
Texas	Submitted	Achievement outcomes on STAAR tests (3-8), college, career, and military readiness for high schools.			
Utah	Submitted	Equitable educational opportunities, science achievement & growth, postsecondary readiness			
Vermont	Approved	Science assessments; physical fitness; college and career readiness; post-secondary outcomes			
Virginia	Submitted	Chronic absenteeism	Absent 10% or more of school year		No more than 10% rate of chronic absenteeism for all students and subgroups
Washington	Submitted	Chronic absenteeism for K-8; for high school, combined with 9th graders on track and advanced courses	Absent 10% or more of school year	1-10 points in a rating system broken into deciles	
West Virginia	Submitted	Chronic absenteeism and suspensions	Present less than 90% of school year (inverse)	29% (K-8) 22% high school, combined with suspensions	Chronic absence rates lower than 10%
Wisconsin	Submitted	Chronic absenteeism	Absent 10% or more of school year	No numeric weight	
Wyoming	Submitted	Science and social studies assessments; Graduation Credit Accumulation Index for middle school, strength of graduation credentials for high school			

SOURCE: FutureEd Analysis of State ESSA Plans